COMMANDERS DIGEST

DEPARTMENT OF DEFENSE • WASHINGTON, D.C.

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DoD Seeks To End 'Doctor's Draft,' Continue Services

Defense officials are looking over a host of proposals to end the so-called "Doctor's Draft" and still provide necessary medical services to members of the armed forces.

Some of the ideas under examination include:

—Reducing the use of physicians in non-professional duties.

—Increasing the use of technicians and other medical personnel.

—Increasing the inter-service use of facilities.

—Increasing regionalization.

—Increasing the use of civilian physicians in military facilities.

—Diverting part of the workload to civilian facilities when appropriate.

So went the thrust of a Dec. 1 news conference held by Assistant Secretary of Defense (Health and Environment) Richard S. Wilbur, M.D. Dr. Wilbur painted no rosy picture about retention of medical men, pointing out the Department of Defense loses anywhere from 25 to 37 per cent of its doctors each year.

Nor did he believe the situation will improve much until the 1980s when medical schools will be turning out sufficient doctors and the population will be tapering off, making a more competitive employment situation.

"The decade of the 1970s will provide the main challenge," he said.

Assistant Secretary Wilbur indicated the basic fix to the immediate problem is twofold: (1) pay for military doctors approximately comparable to that of their civilian counterparts; (2) liberal sabbatical leaves for armed forces doctors to attend military or civilian institutions as part of their continuing medical education.

He explained that military pay can never equal civilian remuneration but that the current discrepancy can be redressed. One way would be to allow doctors to work longer than the usual 40-hour week (civilian doctors work on an average of 56 hours a week) and pay them for the extra work performed. Another way would be to make do with fewer doctors as total force levels decline but maintain the present personnel budget and pay those remaining on active

(Continued On Page 2)

DoD Manpower Chief Says:

NEW LEGISLATION MAKES ROTC PICTURE BRIGHTER

Defense officials have expressed optimism that the various Service Reserve Officers Training Corps (ROTC) programs will not only provide the number of officers required from that procurement source but will also continue to provide the high caliber of persons needed.

Assistant Secretary of Defense (Manpower and Reserve Affairs) Roger T. Kelley, making a report on the subject during a Dec. 3 Pentagon news conference, said that on a recent visit to Notre Dame University, he encountered none of the opposition to ROTC encountered a few years ago.

As a matter of fact, Mr. Kelley indicated, when a dozen schools dropped ROTC three years ago, the total enrollment decline was about two per cent. The Department of Defense dropped 12 other campuses for its own reasons, he went on, adding that some 375 campuses have viable ROTC programs today and that the Services have more schools applying for ROTC programs than they can handle.

Assistant Secretary Kelley cited three new laws passed by the Congress and signed Nov. 24 by President Richard Nixon that further improve the ROTC program. They are:

—PL 92-171, which raises the ROTC subsistence rate from $50 to $100 a month. (ROTC subsistence is intended to help defray the cost of a student's food, lodging and incidental expenses. There had been no change in the rate of payment since 1964.)

—PL 92-166, which increases the old level of 5,500 scholarships for each of the three Military Departments to 6,500 each for the Army and Air Force and to 6,000 for the Navy. It also permits up to 20 per cent of the scholarships to be used in two-year programs.

—PL 92-172, which provides a $100 subsistence allowance to certain students in Marine Corps Platoon Leaders Classes while they are pursuing a baccalaureate degree. (The planned program will be phased into operation to reach a maximum goal of 3,000 students by 1976.)

(A comprehensive study of ROTC programs begins on page 3).

DOCTOR'S DRAFT

(Continued From Page 1)

duty the salaries saved by the reduction-in-force.

Dr. Wilbur said the matter of granting sabbatical leaves is a matter of great importance to doctors who must constantly undergo training and specialization to maintain their professional competence.

Asked if increased use of civilian medical care by dependents under the Civilian Health and Medical Program for the Uniformed Services (CHAMPUS) program could effect even greater savings of military medical men, Dr. Wilbur said it could, but balanced this by pointing out some military bases are located in remote locations where it is a case of dependents receiving military medical care or no care at all.

He also pointed out that the very nature of the military profession implies a higher ratio of physicians to military members than found in civilian life, one doctor per 193 men in the military and one doctor for every 640 people in civilian life.

He expects the current 15,000 physicians in the armed forces to decline in the next two years by several thousand. The manpower breakout at present is still lacking in true volunteers, with only 1,314 of the regular medical officers not serving under some obligation or in training.

Nonetheless, Dr. Wilbur indicated that he is hopeful the culminative effect of many improvements in Service life will persuade more doctors to stay on.

MEDICAL CORPS
PROJECTED ACCESSIONS
BY SOURCE
Fiscal Year 1972

Draft	1,608
Volunteers	171
Reserve Recalls	18
Service Internships	506
SMSP	140
ECP	280
ROTC	23
Berry Plan/ORD Programs	
Immediate Active Duty	224
Delayed	420
Deferred	1,766
Miscellaneous	13
TOTAL	5,169

Deputy Secretary Packard Resigns

DEPUTY SECRETARY PACKARD — SECRETARY LAIRD

David Packard, Deputy Secretary of Defense since Jan. 24, 1969, in letters to President Richard Nixon and Secretary of Defense Melvin R. Laird, resigned from his position effective Dec. 13, citing "strictly personal reasons" as causative factors.

President Nixon, in reply to Mr. Packard's resignation, wrote, in part:

"Managing a vast array of exceedingly complex defense matters, you have shown outstanding judgment and uncommon ability, and have justly won the admiration and respect of your colleagues. Your wise counsel in vitally important national security questions has been of immense value to Mel Laird and to me, and I want you to know that these exceptional accomplishments have earned for you the Nation's gratitude."

Secretary Laird, in his letter accepting the resignation, highly praised Deputy Secretary Packard, and noted that although Mr. Packard had originally been asked to serve only two years, later that term was extended an additional year.

In his acceptance letter, Secretary Laird stated, in part:

"Your personal and unfailing commitment to honesty, realism and straight talk was a driving force behind our development of a new and better way of doing business in the Department of Defense. Indeed, you have been a rather unique phenomenon in Washington, and, in my judgment, the best thing that has happened to the Department of Defense since it was established. I certainly will take full advantage of your characteristic offer of continued help."

Prior to being named Deputy Secretary of Defense, Mr. Packard was Chairman of the Board and Chief Executive Officer of the Hewlett-Packard Company of Palo Alto, Calif.

COMMANDERS DIGEST

A publication of the Department of Defense intended to provide official information to commanders and key personnel on matters related to Defense policies and interests, and to create better understanding and teamwork within the Department of Defense.

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THE STATUS OF THE RESERVE OFFICERS TRAINING CORPS

What is the status of the Reserve Officers Training Corps?

ROTC is the principal source of officers for the armed forces. Almost 20,000 officers were commissioned through the program during FY 1971. However, ROTC has come under heavy attack by its critics during the past three years. Units were disestablished at several major institutions and acts of violence against ROTC facilities reached a peak in May, 1970, following the news about Cambodia and Kent State University.

The program continues on 374 campuses this year, with each of the Services showing expansion. Moreover, the requests for the establishment of new units have more than counterbalanced the institutions that have withdrawn from ROTC. In November the Congress passed legislation to make the ROTC more attractive and to stem the downward trend of enrollments.

The Nation's universities and colleges have been, and remain, the major source for the recruitment of officers for the armed forces. More officers have entered their respective Services through ROTC than from any other single source. An All-Volunteer Force will depend more than ever on ROTC to provide the requisite number of trained leaders.

Policy. The purpose of the Senior ROTC is to prepare selected students for commissions as regular or Reserve officers in the Army, Navy, Air Force and Marine Corps. This is accomplished by providing a curriculum of military education at designated institutions of higher learning.

Junior ROTC

Secondary or high school students may participate in the Junior ROTC, a program designed to teach the elements of national security and stress the obligations of citizenship. Junior ROTC highlights military training that is of value to the student regardless of his military aspirations.

Directives and Service Regulations pertaining to ROTC include:

Public Law 88-647, October 13, 1964 (88th Congress).

Public Law 92-166, November 24, 1971.

Public Law 92-171, November 24, 1971.

DoD Directive 1215.8, "Policies Relating to Senior Reserve Officers (ROTC) Programs," June 19, 1971.

DoD Directive 1215.13, "ROTC Programs for Secondary Educational Institutions," October 17, 1968.

Army—AR 145 (1 & 2).

Navy (and Marine Corps) NAVPERS 150-34-H, 1969.

Air Force—AFR 45-48, April, 1970.

Background. Military instruction at civilian institutions began at Norwich University, Vermont, in 1819. During the next several decades, military education experienced a modest growth in the southern States with the establishment of the Virginia Military Institute and The Citadel as the most notable schools. When

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FIRST MEETING. President Richard Nixon meets—simultaneously and for the first time—the first five women in U.S. military history to be appointed to flag officer rank in the Department of Defense. At a White House ceremony Dec. 6, the women were recognized for their outstanding service. Left to right are: retired Army Brigadier General Elizabeth P. Hoisington, former Director of the Women's Army Corps (WAC); Army Brigadier General Mildred C. Bailey, Director, WAC; Army Brigadier General Lillian Dunlap, Chief, Army Nurse Corps; Mr. Nixon; Air Force Brigadier General Jeanne M. Holm, Director, Women in the Air Force (WAF); retired Army Brigadier General Anna M. Hays, former Chief, Army Nurse Corps; and Roger T. Kelley, Assistant Secretary of Defense (Manpower and Reserve Affairs).
(Official White House Photo Released by DoD)

—EDUCATING FOR THE REAL WORLD—

by SIDNEY P. MARLAND JR.
U.S. Commissioner of Education

The students of America, at all levels, have been telling us for some time now that our present educational system is not fully satisfactory. Sometimes the message is delivered vocally, and, in a few cases, even disruptively. More often it is to be read in the statistics of those who "drop out" before finishing their prescribed programs.

The words we hear most often from our students are "relevance" and "flexibility." By themselves, these desirable qualities are not easy to translate into specific educational programs.

But as a professional educator—now serving as the Federal Government's top education official—I realize that it is up to us to recognize the validity of many of the criticisms now brought against the educational system and to seek ways to meet the problems which are being pointed out to us.

A society's educational system is one of its most important components. For the United States, the educational system has done a good job over the years, and much of our pride in our past educational achievements is fully justified.

We have made education freely available on a scale and at a level which is without precedent or rival. We have used education as one of our most important and successful means of promoting our national goal of equality of opportunity.

And we know that our educational system has played a substantial role in supporting our economy, which has provided a standard of life which, for all its remaining inequities and inadequacies, should nonetheless be a source of pride.

But for all the importance of education in our society and our economy, the experience of most of our students has been surprisingly cut off from what I choose to call "the world of work." Our schools are not providing an appropriate awareness of the possible range of career opportunities, or enough realistic training to make students ready to take advantage of those opportunities.

Too many of our young people are now ending their school years, at whatever point, without a clear idea about the career possibilities open to them, or which one they would really prefer.

— U.S. Executive Guidance Series —

This is the seventh in a series of articles to appear in Commanders Digest written by top officials within the United States Government. These articles span a variety of important subjects which have a continuing bearing on our Nation and its youth—from the Executive branch of Government point of view.

Work is and should be an important part of the lives of each of us. It should be a meaningful and satisfying experience.

Yet, too often, young people choose their careers without much thought or information about what is really involved on a day-to-day basis, or where an immediate job may fit into a lifetime career.

Our schools should do a better job in preparing our young people to make appropriate choices of their place in the world of work. Too often, we have put up going to college as a goal in itself, making those who don't choose that route to a career feel somehow unworthy, and forgetting the need to give a satisfying opportunity for work to all our citizens.

And our pride that half or more of our high school graduates are entering college does not take into account the important fact that most of those entering freshman class each year never finish the program they begin.

College is an important part of our educational system, and the education it can provide is essential for some of our people. But we should not act as if going to college and earning a B.A. is the only worthy goal. There are too many vitally needed and potentially satisfying jobs for which college training is not, or should not be, needed.

'Career Education'

Recognizing this, I have made the development of a system of "Career Education" a top priority in the U.S. Office of Education. At every level of our school system, students should have an opportunity to learn about the world of work and the ways in which they may eventually find their place in it.

They should have practical experiences with those areas which seem initially interesting to them, so that they can both make more realistic choices, and also have the personal fulfillment of acquiring useful and practical skills.

Some students may decide to leave school even before age 18. If they do, they should be ready to take a job, not by some casual decision, but with an understanding of what kind of future it may hold.

If that first job is in a service station, the young person who takes it should

be aware that it may later, with further training, lead on to becoming a skilled mechanic, or a station manager.

We need to make our educational system more flexible so that all of our people will have an opportunity to return to it when they find they need further skills or training to advance their chosen career.

Education should not be a lock-step pattern, to be followed from age 5 to age 18 or 22, after which one must work for an unbroken 40 years. For a few, that pattern may be appropriate.

But for many of our people, it will be more appropriate to leave the educational system for a while at age 16 or 18 or 22, and then return, when experiences and personal choice dictate, for further training.

Many students, particularly in our colleges, feel trapped by a system which does not seem personally meaningful or satisfying to them at the moment, but which they dare not leave lest they abandon forever the chance of certain career goals. Greater flexibility will benefit everyone. It will not be easy to achieve, but we are working on it.

Developing Models

In the U.S. Office of Education, we are now developing models for a variety of educational patterns which can be made available. So far, school officials across the Nation have expressed willingness to work toward the necessary changes in our system to make a range of opportunities available to our students at every age.

But career education will not become a reality merely by changing curriculums or requirements. It involves a new awareness, on the part of all of us, of the importance and dignity of work of all kinds, and of the need to make the specific choices of each individual as free and as well-informed as possible.

Our schools must continue to do their work in giving their students basic academic skills, and beyond those, a capacity for personal fulfillment and enjoyment. But we also need to make what happens in our classrooms more closely related to the world of work and to preparing our students for an intelligently chosen, personal role in that world. The concept of career education represents a need for our society, and for each individual within it.

ROTC STATUS

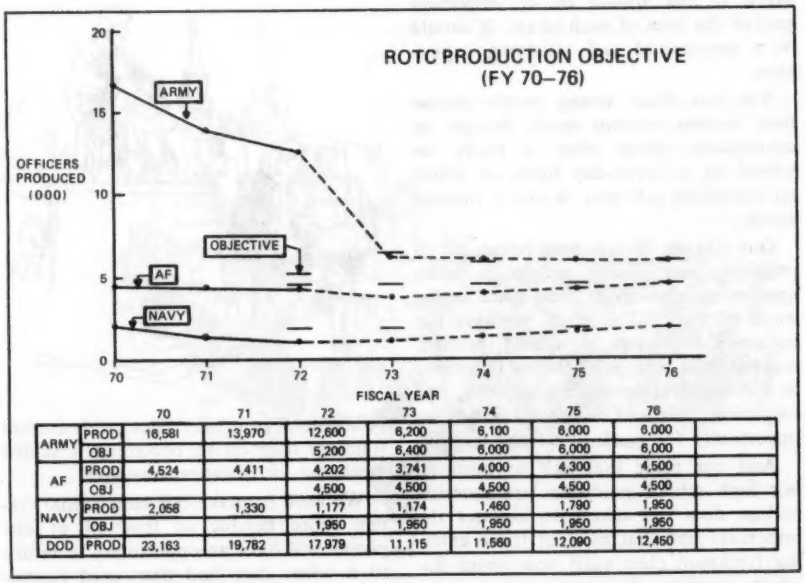
(Continued From Page 3)

the Civil War created a need for trained officers, Congress adopted legislation providing for grants of public land and money to those colleges and universities that included military training in their curricula. The Land Grant Act of 1862, more popularly known as the "Morrill Act" after its sponsor, Senator Justin Morrill of Vermont, became the foundation on which the ROTC is built.

The Military Defense Act of 1916 formalized military instruction in civilian institutions by creating the Reserve Officers Training Corps program. It made the program available to all colleges and universities where formerly it was limited to the land-grant schools at which military training was compulsory for all male students. It was not until 1964 that further revisions were made to the ROTC. In the ROTC Vitalization Act (Public Law 88-647) of 1964, the ROTC program was given more flexibility and modernized to meet present day requirements.

The ROTC is now a national asset. The recruitment of officers from this source is a practical application of the deeply ingrained American tradition of civilian influence within our military. Officers produced in the program are molded in the mainstream of American life with a background of discipline, resourcefulness and skill. These attributes, coupled with academic studies and exposure to the free exchange of ideas, have produced officers eminently suited for leadership in a citizen-manned armed forces. The large number of ROTC-trained Reserve officers on active duty and those who have returned to civilian life have provided the Nation with a significant reservoir of trained leaders, educated and skilled in virtually every field of endeavor within our complex society.

New Legislation. Two measures recently approved by the Congress have increased benefits for ROTC students. Public Law 92-171 increases the amount of subsistence from $50 to $100 per month. The maximum number of scholarships that each of the Services can offer has been increased to 6,500 each for the Army and Air Force and 6,000 for the Navy (Public Law 92-166). Both of these laws are intended to induce increased student enrollments.



		70	71	72	73	74	75	76
ARMY	PROD	16,581	13,970	12,600	6,200	6,100	6,000	6,000
	OBJ			5,200	6,400	6,000	6,000	6,000
AF	PROD	4,524	4,411	4,202	3,741	4,000	4,300	4,500
	OBJ			4,500	4,500	4,500	4,500	4,500
NAVY	PROD	2,058	1,330	1,177	1,174	1,460	1,790	1,950
	OBJ			1,950	1,950	1,950	1,950	1,950
DOD	PROD	23,163	19,782	17,979	11,115	11,560	12,090	12,450

The ROTC Program—General. The basic program for most of the 517 ROTC units is the four-year curriculum. However, there are a number of institutions that also offer a two-year program, and a few that have only a two-year course. Most ROTC courses are accredited and the student can accrue credits for them in the same manner as in any other college course. Almost all schools have now dropped the mandatory requirement that all male students must take ROTC for their first two undergraduate years. Participation in the Junior and Senior years is voluntary, but the Services are selective in determining whom to accept.

Two-Year Program

The two-year program is intended for undergraduates transferring from Junior Colleges, students who previously attended four-year colleges with no ROTC program, and a limited number of graduate students who did not have the opportunity to participate in an ROTC program. A preliminary requirement for admission to the two-year program is the successful completion of at least six weeks of summer training.

Each Service offers some scholarships beginning in the freshman year. A student can also compete for a scholarship up to his last year of ROTC. These scholarships pay tuition, fees, a textbook allowance and laboratory expenses. A monthly stipend of $100 (see new legislation) is also paid to all scholarship students and those non-scholarship students in the last two years of the program.

The Military Departments are constantly seeking officers for ROTC instructor duty. Selections are made by the Service concerned and submitted to the school for its concurrence. Officers and non-commissioned officers desiring assignment to ROTC duty should consult assignment directives concerning their eligibility and application procedures.

Army ROTC. More than 280 colleges and universities conduct Army ROTC programs. There is at least one institution in every State, the District of Columbia, and Puerto Rico where an Army ROTC program is offered.

Students enrolled in ROTC are provided with all books and uniforms for the program. None of the ROTC instruction duplicates other academic instruction.

The Army's four-year program consists of two courses: Basic Course (Military Science I and II) and the Advanced Course (Military Science III and IV). Each year of Military Science is taken by the student along with his regular academic classes. Enrollment in the ad-

vanced course is upon application and selection. Completion of the advanced course leads to a commission as a second lieutenant in the Regular Army or Army Reserve.

Incurs Obligation

A graduate of the Army ROTC program incurs an obligation to serve two years on active duty and four years in a Reserve component as an officer. Graduates who accept a Regular Army commission and flight trainees who are accepted for and complete Army Aviation Training serve three years on active duty. Scholarship students must serve four years on active duty. In any case, the total obligation is six years.

Active duty may be deferred for two years by ROTC graduates desiring to pursue an advanced degree in certain selected fields (up to three years for those attending medical school).

Four-year scholarships are awarded annually on a national competitive basis. To qualify, a student must be at least 17 years of age (on June 30 of the year he applies), and a citizen of the United States. He must display a strong desire for a career as a Regular Army officer. In addition, he must pass a physical examination and be less than 25 years of age on June 30 of the year he is commissioned. Normally, a student may attend the school of his choice offering a four-year Army ROTC program, although he must be accepted by the college or university as a regular student. Those students not granted four-year scholarships are eligible to compete each year that they are enrolled in Army ROTC for scholarships covering the remainder of their undergraduate career.

In their last year of Army ROTC, students at some schools may apply for the flight instruction. This instruction is paid for by the Army and is offered to qualified students who have an aptitude for flying and meet the physical requirements. The course is usually given at a nearby civilian flying school. The Army defrays all expenses connected with this instruction. Flying students must agree to participate in the Army Aviation program after they are commissioned.

Navy ROTC

Navy and Marine Corps ROTC. There are 57 Senior ROTC units at institutions in 32 States located throughout the country.

The NROTC Scholarship program is the core of the Navy and Marine Corps ROTC. NROTC scholarships cover four years and pay for the students' tuition, textbooks and other fees. In addition, the scholarship student receives a monthly subsistence allowance of $100. The scholarship applicant is permitted to indicate his school preferences and the Navy will match these preferences as closely as possible, provided an NROTC unit is at these institutions. Successful scholarship candidates are appointed midshipmen, U.S. Naval Reserve. To qualify for a scholarship a student must be a male citizen of the United States, 17 years old (on June 30 of the year he plans to enter), have not reached his 30th birthday by the year following entry in the program, and be able to pass a physical examination. All applicants for a scholarship must take either the Scholastic Aptitude Test (SAT) of the College Entrance Board or the American College Test (ACT) no later than December of the year preceding their entry into the program.

Participants in the scholarship program must attend three summer training periods of six to eight weeks' duration. The first and third years are at sea. Marine option students receive six weeks' intensive training at Quantico, Virginia during their first summer training period. Enrollees in the scholarship program must serve a minimum of four years of active duty and incur a total commitment of six years. Upon commissioning, scholarship students are normally offered commissions as ensigns in the Regular Navy or second lieutenants in the Regular Marine Corps.

Sponsors NROTC College Program

The Navy also sponsors the NROTC College Program in addition to the scholarship program. Students enrolled in this program pursue the same courses as the scholarship students but are not subsidized except for receiving $100 per month subsistence during their last two years in the program. Only one summer training period is required and the normal active duty obligation required is three years following commissioning.

Information about the Navy ROTC program may be obtained by writing to the Chief of Naval Personnel, Department of the Navy, Washington, D.C. 20370, or by contacting local Professors of Naval Science at institutions that have NROTC units.

Air Force ROTC. Air Force ROTC is a major source of officer procurement, producing approximately 4,500 officers per year.

The Air Force conducts four- and two-year ROTC programs at more than 170 colleges and universities in all States except Alaska, Delaware and Nevada, and in the District of Columbia and Puerto Rico. The program was opened to women last year at most institutions, and they are permitted to compete for scholarships after they have enrolled in the program.

The basis of the AFROTC is the four-year course. It consists of the General Military Course (GMC) which is given to freshmen and sophomores, and stresses leadership development and training in military skills. The Professional Officers Course (POC) is pursued by students in the junior and senior years. It concen-

(Continued On Page 8)

U.S. MILITARY STRENGTH IN THE REPUBLIC OF VIETNAM

	As of 9 Dec. 71	As of 2 Dec. 71
Army	132,200	137,900
Navy	8,300	8,800
Marines	500	500
Air Force	30,600	31,000
Coast Guard	100	100
TOTAL	171,700	178,300
Free World Forces	57,100	58,500

In addition approximately 13,000 Navy personnel with 7th Fleet forces and 150 Coast Guard personnel are aboard ships operating off the coast of Vietnam but are not included in the U.S. strength-in-country figures.

CHRISTMAS MESSAGE TO THE ARMED FORCES
from the
PRESIDENT OF THE UNITED STATES

As we move into this season, consecrated to the ideals of human brotherhood, for the first time in many years this Nation can see a day when those ideals may become a reality. We see before us a generation of peace for America. Because we have seen the potentialities of war, we know the necessity of peace.

But, at this time of the year, we are especially conscious that peace is more than a practical necessity. It is a spiritual imperative! We are equally conscious that the price of peace, like the price of freedom, is eternal vigilance.

In the long journey toward peace, our men and women in uniform have kept the vigil. It is you who have recognized that peace without freedom is not acceptable and that freedom without strength is not possible. It is because of your devotion, your courage and your sacrifices that we now come to this Season of Light, with the firm belief that the light will not fade again and that there may be at last, **Peace on Earth, Goodwill Towards Men**—for our time and for all time.

Mrs. Nixon and I join with a grateful Nation in wishing you the warmest blessings of this Christmas season.

RICHARD NIXON

ROTC STATUS

(Continued From Page 7)

trates on the growth and development of the U.S. aerospace power and the theory and functions of leadership and management.

17 Is Minimum Age

Qualifications for the AFROTC include a minimum age of 17 upon entry, United States citizenship, and successful completion of a physical examination. Physical standards for pilot and navigator candidates are more stringent than for non-rated candidates.

In the Senior year of the program, qualified students may participate in the Flight Instruction Program, receiving 36½ hours of flying instruction at a Federal Aviation Administration (FAA) approved civilian flying school near the campus. After successful completion of the course and following commissioning, these officers are assigned to flying training in the Air Force.

Students enrolled in the Professional Officers Course receive $100 per month for subsistence. The Air Force furnishes all necessary items for students enrolled in the AFROTC including uniforms and books. A requirement for all students is attendance at a four-week summer camp usually between their sophomore and junior years.

A student who has two years of academic work remaining can qualify for the AFROTC two-year program. Admission requirements are basically the same as for the four-year program. However, the student must attend a six week summer camp prior to entry into the program.

Scholarships are available to selected students for two or three years. Only candidates who are physically qualified for flying are eligible to compete for four year scholarships. Scholarships pay student tuition, laboratory and incidental fees, and a textbook allowance.

Active Duty Obligation

Upon completion of AFROTC, the student incurs an active duty obligation of four years regardless of whether he held a scholarship or not. In the case of those going on to flying school, the commitment is five years of active duty following the completion of flying instruction. For information about Air Force ROTC write to: The Commandant, Air Force ROTC, Maxwell Air Force Base, Alabama, 36112, or contact the Professor of Aerospace Studies at the nearest institution hosting an AFROTC unit.

The Junior ROTC. The Junior ROTC provides an opportunity for secondary school (high school) students to learn about the basic elements and requirements for national security. At the same time, the emphasis is placed on their personal obligations as American citizens in contributing to the defense of the Nation. The program is offered not only at civilian high schools but also at a number of military institutes, military schools offering secondary level education and having an organized cadet corps under military discipline.

All of the military services conduct Junior ROTC progams. No school may have a unit of more than one Service, and units are assigned on a fair and equitable geographical basis. Each unit must have at least 100 physically fit male citizens who are 14 years of age or older. Junior ROTC courses are prescribed by the parent Service and cover three academic years. Uniforms, textbooks and equipment are furnished by the Government.

96 Hours Annually

The course of instruction consists of 96 hours per year. There are two alternative programs. Under the academic track, military courses are offered in conjunction with academic courses leading to college entrance. The alternative technical courses having a military application are integrated into the ROTC instruction. A student who successfully completes the three-year Junior ROTC program is entitled, if he enters the Senior (college) ROTC program, to one year's credit.

The total number of units established by the Military Departments may not exceed 1,200 by law. During FY 1972 the Army will have over 600 units, the Navy 129 units, the Air Force 194, and the Marine Corps 32. A total of approximately 145,000 students are enrolled in the program.

Junior ROTC instructors are retired personnel, except at the military institutes or the high school level of a military junior college, where a limited number of active duty personnel may be authorized by the Secretary of the Military Department concerned. Retired military personnel constitute all of the instructional staff at the civilian high schools. Their pay and allowances are the same as active duty pay, less hazardous duty pay. The differences between this amount and their retired or retainer pay is furnished equally by the school and the Military Department.

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